November - Lesson Plan Grades K-I

PHYSICAL ACTIVITY



Objectives

Learn that physical activity has a variety of benefits for everyday life.

Supplies Needed

November
Pick a **better** snack[™] & **ACT**bingo card

Background

Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important part in building strong bones and muscles. It also helps keep bodies healthy and prevents diseases later in life, such as heart disease and cancer. Having fun with physical activity while at a young age will encourage continued physical activity resulting in a healthy active lifestyle.

Brains need lots of oxygen. This need is satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children exercise enough to develop a healthy heart and lungs.

Physical activity has a host of health benefits.¹

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)

Elementary age students should be active 60 minutes most days of the week. Being active as a child will make it easier to be active when they are adults. Physical activity is essential for a happy, healthy lifestyle.

1National Association for Sport and Physical Education, Physical Best Activity Guide, Elementary Level

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

PHYSICAL ACTIVITY

Do the Activity:

Barnyard Walk

Today we are going to go for a pretend walk on a farm.

Read the following story and have the youth stand next to their seat and act out the actions.

We are at grandma's house and we are going outside. Let's walk to the door.

(walk in place)

Open the door, but don't let it bang shut!

(use arm motion to pretend opening and closing the door)

We run to the barn. (run in place)

Keep running, we are almost there!

Jump in the hay. (jump in place)

Climb the ladder to the hayloft to see the kittens. *(pretend to climb)*

Let's pick up one of the kittens and pet it. (Bend over and pick up the kitten then pretend to pet it)

Got to keep going, so let's put the kitten down and go back down the ladder.

(bend over and then pretend climbing down the ladder)

It's time to go see the pigs! Let's run!

(run in place)

Stop and look-there are some ducks on the pond. Let's run over there.

(have the youth stop running and then start again)

Stop-we must be very quiet or we will scare the baby ducks. Let's tiptoe over to the pond.

(tiptoe in place)

Listen, (stop) I hear grandma calling. Let's run back to the house.

(run in place)

Teacher Note: You may want to repeat this story everyday or create a simple routine that could be done each morning to get everyone started!

Talk It Over:

What are some of the physical activities we just did? (running, jumping, bending, walking, climbing)

What other physical activities have you done today? (rode my bike to school, carried the garbage out, walked to the bus)

What are your favorite activities? (playing in the snow, riding my bike, swimming in the summer, climbing on the jungle gym





PHYSICAL ACTIVITY

at recess, etc.)

How do you feel when you don't get to be active? (tired, like I can't sit still, etc.)

How do you feel when you are active?

Apply:

Discuss why it is important to be active. (strong bones, muscles, and improve lungs so we can get oxygen to our brains)

Ask the students:

What are some activities you could do in November outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the November bingo card?

- Play
- Walk
- Stretch
- Climb
- Swing
- Skip
- Toss
- Jump
- Dance
- Ride

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, the climb square could be climbing a jungle gym, a rope, a climbing wall, a tree, etc.

This activity was adapted from *The Youth Curriculum Sourcebook: A Guide For Developing Nutrition Education Programs For EFNEP/4-H Youth Ages 6 – 11.*





November - Lesson Plan Grades K-I

THE COLOR WAY



Objectives

Identify at least one new colorful fruit or vegetable that could be eaten for breakfast.

Learn new ways to eat colorful fruits and vegetables.

Supplies Needed

November
Pick a **better** snack™ &
ACT bingo card

"Your Breakfast" worksheet

Pictures of Fruits and Vegetables

Background

November is the last month that Pick a better snack[™] the Color Way will be highlighted. The messages are: Eat more fruits and vegetables for snacks, and Eat a variety of fruits and vegetables by choosing different colors each day.

MyPyramid offers two additional messages. "Focus on fruits" emphasizes whole fruits over fruit juice. "Vary your veggies" encourages children and adults to eat a variety of vegetables with particular emphasis on two colors: dark green and orange. Children in the United States eat too many white potatoes, especially French fries. Baked sweet potato wedges would be better choice but many kids have never tasted a sweet potato. They also might enjoy a Taco Tater that uses tomatoes and avocado to top off a plain baked potato. Pick a better snack™ the Color Way activities can open the door to a flavor-filled, colorful diet!

Think about flowers and the variety of colors and smells that they produce. What a shame it would be if there were only daisies in flower gardens. Fruits and vegetables offer the same kind of variety. Color can be thought of as a sign or code that signals there are particular vitamins and other nutritious chemicals in that fruit or vegetable. The dark green and orange vegetables are particularly nutritious; therefore, they receive special attention in MyPyramid.

A rainbow of colorful recipes are provided on the Pick a better snack™ web site at the Iowa Department of Public Health. Google "Pick a better snack the color way" or go to http://www.idph.state.ia.us/pickabettersnack/the_color_way.asp. The Taco Tater recipe can be found among the avocado recipes!

MyPyramid web site provides recommendations for the quantity an individual should eat of each food group. This is based on age, gender, and level of physical activity. The more advanced tools on the web site (i.e. My Tracker) incorporate an individual's weight, as well. In general, children should be encouraged to eat a total of three to four cups of fruits and vegetables each day.

THE COLOR WAY

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html

Do the Activity: Colorful Eating

Review "Your Breakfast" worksheet. Ask kids why they should eat breakfast. It is also important to eat fruits and vegetables with different colors at each meal, including breakfast. If students add blueberries to their cereal, what color will they provide? *blue*

Show a picture of blueberries to help children who have never seen or tasted them. Can they think of a berry that is red? strawberry or raspberry

Ask children to brainstorm about ways to add color to his/her breakfast. Have pictures of colorful fruits and vegetables on hand to show the class as children offer their ideas. Group the pictures by color on the blackboard or on a large sheet of paper. Use the activity sheet to draw or write the names of fruits and vegetables they would like to eat at breakfast. Potential answers: Strawberries, raspberries, blueberries, banana, orange, grapefruit, cantaloupe, tomato juice, watermelon, omelet with green pepper and tomatoes, carrot sticks or baby carrots, slice of vegetable pizza left over from dinner, or salsa with eggs and beans.

Talk It Over:

Ask children to show their colorful breakfasts to their neighbor in the classroom. Did they like some of the ideas that their classmate shared?

Apply:

Pass out the bingo card for November. Ask children to name the colors of fruits and vegetables that are featured on the card. Which ones have they tasted before? Which ones are new? If your school or program provides tasting opportunities, assure the kids that they will have a chance to try one or more of the featured fruits and vegetables.

The pear on the card looks green. It may turn another color as it ripens. What is that color? (yellow) What color is found inside the pear? So what are the three colors that could be provided by a pear? *green, yellow, white*



Extend the Activity



Art, Music & PE

Offer construction paper, scissors, and glue at a learning center for the students to create their own colorful meal.



Language Arts & Reading

Kindergarten: As a class create sentences about what students like to eat for breakfast.

First graders: Write in their journals about how they feel when they eat breakfast and how they feel if they skip breakfast.



Math

Use the November bingo card to practice counting. Some suggested questions:

- 1. Count the number of fruits and vegetables.
- 2. Count the number of fresh fruits and vegetables.
- 3. Name the colors of vegetables and fruit.
- 4. Count the number of green fruit or vegetables.
- 5. Count the number of orange fruit or vegetables.



Science & Health

Place large plastic plates and paper food models (such as from National Dairy Council) at a learning center. Encourage students to make colorful meals.



Social Studies

Encourage students to go to the grocery store with their families to explore fruits and vegetables in the five color groups. Students might report back to the class on their discoveries.



